

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 18, 2010 | |
| **Topic:** Novel Study Quiz (Chapters 13-16) | **Length of Class:** 40-45 min. | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 211 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | **1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (pg. 141)  **3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues (pg. 143) | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Answer questions based on readings from novel * Use higher order thinking to solve complex questions on comprehension quiz * Use prior knowledge and word cues to predict the meaning of unfamiliar words * Connect new vocabulary to the novel | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * Students will first work individually on their quiz * Students that finish early will be asked to start working on their vocabulary sheet * for individual work, teacher will circulate * for students that finish early, they will be allowed to work on their ongoing projects * students with assistive technology won’t need their laptops during the quiz, but marking their quizzes will be modified | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * students will be encouraged to work independently throughout the lesson | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, there is a pathway in the desks, so receiving the vocabulary sheet shouldn’t be an issue (other students usually help this student as well) | | **Diversity Needs:**  -boys and girls  -different learning types | * visual and oral learning types are incorporated in this lesson. | | | |

**3. Learning**

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| This activity will mostly be individual work.   * Students will be asked to clear their desks and separate their desks * Comprehensive Quizzes will be handed out by teacher to each student * The students can start when they are ready, and the students are given the period to finish * When students are done they will bring their Quizzes up to the teacher and receive their vocabulary sheet * They can work on this sheet until the end of the class * If the students finish early they can silent read or work on their Challenge Question |

**4. The Overview (Agenda) for your lesson:**

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| -Comprehension Quiz  -Vocabulary Sheet  -Challenge Question |

**5. Resources and Materials for your class**

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| -70 copies of the Comprehension Quiz  -70 copies of the vocabulary/ “like as” sheet  -Dictionaries to share (about 10) |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
|  | *Challenge Question*  *(5 min)* | *Students can get into “test mode”*  *Students will be given 5 minutes for review before quiz.* |
|  | *Instruction*  *(5 min)* | -Put away your things  -get ready for your Pinballs quiz |
|  | *Application*  *(20 min for quiz)* | *Hand out Quiz (Quiz is attached to lesson plan)*  -once you have finished your quiz you can bring it up to me, and get your vocabulary sheet |
|  | *Consolidation*  *(5 min for vocabulary sheet)* | -students work on vocabulary sheet by themselves  -talk about the words that they recognize  -do they know what any of them mean  -students should start writing out their own definitions of the words  - after the definitions, the students are to do a “like as” after each definition, and give an example of where this was in the book  *-Consolidation will be done next lesson*  *-Teacher will take up homework, and get students to correct their work* |
|  | *Clean up*  *(5 min)* | -students will clear everything off their desks  -students will be asked to get out their math/ science |

**7. Reflections: To be completed after you have taught the lesson.**

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *I: Instructions* | *One class had questions about things I should have told them before hand*  *Ex: 1 point per mark (if it’s out of 3, I want at least 3 good points)*  *Writing on the back of the paper (it’s okay to do, just make sure it’s neat)* | *Give better and more instructions at the beginning of a lesson* |
| *E: Time* | *All students finished in time, and had time to work on their vocabulary* | *I allowed one student with an IEP work on it before, and after the quiz, with their novel.* |
| *I: Marking* | *Compared to teachers marking of the same quizzes* | *Lesson learned.* |

**b) Effectiveness as a Teacher:**

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| **What was effective/ ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *I: Names* | *For the opposite classroom, I didn’t know the students names* | *I will ask students to take out their name tags so I can call them by name* |
| *E: Classroom Management* | *Students stopped talking when asked* | *I tried some Management techniques; some worked, and some did not* |
| *E: Marking Outline* | *I realized after 2-3 quizzes that I should have a marking scheme or rubric so that the marks would be comparable.* | *Question 1*  *-More trust between Carlie and Harvey*  *-Carlie shares her secrets too*  *-Insults are gone (no judgement from Carlie)*  *Question 2*  *-one of the twins passes away*  *-Jefferson Benson passed away*  *-Thoomas J was close to twins; they were like family (he’s upset/sad)*  *-closer to losing his identity forever*  *Question 3*  *-Harvey told his dad that he wrote to his mom*  *-Harvey found out his mom never wrote to him*  *-Harvey’s mom never wrote when Harvey was sick*  *-Harvey looks like his dad, and that’ why he thinks she doesn’t like him*  *Question 4*  *-Carlie thought Harvey couldn’t make it into bed*  *-Carlie thinks she can help, but she can’t*  *-Harvey can’t make it in life*  *-Harvey is depressed (with family life)* |